



September 2007

A RESOURCE FOR JOB CORPS ACADEMIC & CAREER TECHNICAL INSTRUCTORS

## Individualized Education Plans (IEPs)

### What are IEPs?

The Individual's with Disabilities Education Act of 2004 (IDEA 2004) was enacted to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.



The IEP describes the educational plan for a student with a disability. The IEP includes information about:

- current functioning
- the types of skills that need to be learned
- the student's areas of strength and weakness
- services and accommodations that will be provided
- the type of environment the child or youth's learning will take place

### The Role of the IEP in Job Corps

Center staff often ask if Job Corps has to implement the accommodations and services listed on an IEP. The answer is that "it depends."

Job Corps Centers primarily fall under the obligations and requirements of Section 504 of the Rehabilitation Act and the American's with Disabilities Act, with a few exceptions; thus, the majority of centers are not required to maintain a current IEP for each qualified student with a disability. Centers are obligated, however, to develop a Job Corps accommodation plan for qualified individuals with disabilities who are in need of reasonable accommodation.

### The IEP as a Tool

The IEP is a valuable document and serves as **one** tool for the Interdisciplinary Team (IDT) to use in assisting the applicant or student in determining the types of reasonable accommodations he or she may need. The IEP:

- provides documentation of an individual's disability
- provides present levels of functioning [at the time of the writing of the IEP]
- indicates the accommodations and supports provided in the public school setting
- usually identifies the diploma type the applicant is seeking
- usually identifies the assessment track in which the applicant is participating

The accommodations listed on the IEP may or may not be appropriate for the student in the Job Corps setting. The IDT should talk to the applicant or student and ask what types of accommodations that he or she feels are needed to be successful in the program. The applicant or student may not know what he or she needs but could perhaps share more information about things that are difficult for them.



This information, along with a review of the IEP, should assist the IDT [which is inclusive of the student] in developing an appropriate accommodation plan.

Visit <http://jccdrcc.jobcorps.gov/ld/iep>

for a

**Job Corps Center Process Flowchart**

## Job Corps Resources

### Job Corps DisABILITY Website

<http://jcdisability.jobcorps.gov/>

### Job Corps LD & AD/HD Website

<http://jccdrcl.jobcorps.gov/ld>

### Job Corps Health & Wellness Website

<http://jchealth.jobcorps.gov>

### Job Corps Supporting Students with Mental Health Disabilities Website

<http://jchealth.jobcorps.gov/health-topics/mhd>

### Additions to the LD & AD/HD Website:

PowerPoint Presentation from ongoing Webinars:

#### Disability Coordinator (DC) Orientation, Part 1

**DC Orientation, Part 2, will be presented on 10/25/07**

Contact

[Kim.Jones@humanitas.com](mailto:Kim.Jones@humanitas.com)

for more information.

**We would like to hear from you!**

Send your questions, case scenarios, or strategies and accommodations suggestions that have proven successful in your classroom or training environment to:

[debbiemjones@comcast.net](mailto:debbiemjones@comcast.net)

## Components of the IEP

By law (IDEA), the IEP must include certain information about the child and/or youth and the educational program designed to meet his or her unique needs. Below is a list of the components of the IEP as well as some suggestions for how this information may be useful to Job Corps IDTs. Please keep in mind that the IEP is one tool that the IDT uses to document and/or assist in the determination of the applicant or



student's accommodation needs. Interaction with the applicant/student is required and the team must consider the accommodation needs of the student in all areas of the program (i.e., academic, vocational,

residential, recreation, etc.). The IEP may not have information related to all of those areas; therefore it is incumbent upon the IDT team to assess the need for accommodation in all Job Corps program areas.

## Example of How Job Corps Centers May Use the Information on an IEP

### Present Levels of Educational Performance

**IDEA Requirement:** The IEP must state how the child is currently doing in school, also known as present levels of educational performance (PLOP). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum. [USDOE, <http://www.ed.gov/parents/needs/speced/iepguide/index.html>]

**Job Corps Consideration(s):** The PLOP is useful to the IDT in developing a picture of the student's "current" skill set if the IEP is a recent one. PLOPs from older IEPs (more than a year old) have limited benefit as the student may have gained additional skills during that time. If multiple IEPs for that applicant or student are available, the PLOPs can be used to identify or track the individual's pattern of skill development over a period of time (i.e., where the ongoing difficulties are, how long it took to master a particular skill area, etc.).

Please see <http://jccdrcl.jobcorps.gov/ld> for other examples of how other components of the IEP may be used in Job Corps.